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ABSTRACT

As part of a Total Quality Leadership initiative, Cowley County Community College (CCCC), in Kansas, formed the Leadership for Empowering Academic Development (LEAD) team to develop a process for addressing student needs at CCCC's main campus and outreach centers. This report describes issues covered by the LEAD team and provides recommendations developed by the team. Following a brief introduction which includes the team's vision statement, issues explored by the team are reviewed in the areas of student assessment, developmental curriculum, advising system, recruitment, and student services. Then, team recommendations for dealing with these issues are presented, specifically focusing on the following: (1) academic placement, focusing on the facilitation of student success rates in English, math and, ultimately, all other courses; (2) student evaluation through comprehensive academic skills assessment, computerized pre-enrollment assessment, and an improved advising process; (3) facilitating communication to improve the advising system; (4) improving the enrollment process through specific enrollment periods, publicity strategies, and increased advisor participation; (5) the development of enrichment courses, programs to prepare re-entering or deficient students, a grading system that facilitates student self-esteem, and referral services for students exhibiting a potential for academic problems; and (6) student services, focusing on child care, job placement assistance, internship coordination, personal counseling/referral system, and handicap services. Appendixes provide a questionnaire and responses from a survey conducted of CCCC developmental educators, information on fall 1991-93 student characteristics, and a LEAD team process flow chart. (TGI)

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Leadership for Empowering Academic Development

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Team Recommendations

Cowley County Community College & AVTS
Spring 1993

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Introduction

As one of Cowley County Community College & AVTS's first efforts at facilitating Total Quality Leadership (TQL) institutionally, the LEAD Team grew out of a need that was expressed in the College's Curriculum and Instruction Committee during the Fall of 1992. A Team was formed and began meeting shortly thereafter. The Team is cross-sectional in its representation of the Campus and has proven to be a tremendous first success in TQL.

The LEAD Team was charged with developing a "better process to address student needs whether they be enrolled at Cowley's main campus or at an outreach center." During the initial stages, the Team further defined its role and developed a "vision statement", outlining its direction. The members asked the questions, "Where are we, as an institution, now?", and, then, "Where do we want to go?" After outlining and defining the main issues of concern, the Team proceeded with its investigation of each respective topic.

Gleaning insight and expertise from both Team members and guest presenters such as Dr. Suanne Roueche, Allene Knedlik, Dean Paxton and Dean Picking, the Team carefully developed and fine-tuned its recommendations and have compiled them here for the benefit of student and institution alike.

L*eadership for*

E*mpowering*

A*cademic*

D*evelopment*

TEAM

Vision Statement: "Develop a Support System Which Will Empower Student Success & Enhance the Learning Process by Providing Effective & Inclusive Services"

STUDENT ASSESSMENT:

(1) ASSET Test:

CONCERNS:

- Why are some students not taking the ASSET?
- Why do some students elect not to follow the "advice" that follows from the ASSET?
- Should the College require students to be automatically placed in the courses suggested by exit information from the ASSET? What do other community colleges and universities do?
- Should the ASSET be the only instrument used in assessing a student's academic aptitudes?
- Are there special concerns for those students who come out of local Tech Prep programs?

(2) Learning Disabilities Identification:

CONCERNS:

- What is currently being attempted to identify students with learning disabilities (LD) and/or special needs (besides self-identification)?
- In what forms do students have the opportunity to self-identify themselves and how is this procedure perceived by the student?
- If students are identified LD, what is currently being done for them?

- Do we need to expand courses/services for LD students? What kinds of courses and services do we foresee as necessary?

- What is the current knowledge-base of faculty and staff on identifying, referring and serving LD students? What is the need for additional inservices and training?

(3) Career Guidance:

CONCERNS:

- Are students aware of the services that the assessment center provides in the area of career guidance and exploration?

- What services are currently available to students? Are there services that students would like to see expanded? Will services need to be expended to meet needs of Tech Prep students?

- Of the services currently offered, which are the ones most used by students?

(4) General Information on Students:

CONCERNS:

- At the time of admission, do we gain enough information on our students to properly assess and track them? (academically and otherwise)

- In light of the competency-based education movement, should we consider the "Portfolio" as a mode for gathering and providing information on and for our students?

- How will we identify and collect data on Tech Prep students?

(5) Evaluation and Surveys:

CONCERNS:

- What survey instruments do we currently use to evaluate College services, processes and "climate?" What might we do to expand and/or improve these processes?

- What tools do we use currently to assess student needs, wants and suggestions? What could be done to expand this system?

DEVELOPMENTAL CURRICULUM:

(1) In General:

CONCERNS:

- In addition to potential holes in the assessment process, why do students not enroll in developmental courses? (Stigma? Non-transferability? Course grades are factored into overall GPA?)

- What can be done to change the "image problem" that developmental courses have? (name change?)
- What can be done to reverse the fact that developmental courses are not transferrable? (or at least lessen the impact upon the student) (i.e. put under Continuing Education)

- Why is there such a large number of "vocational" students who should be (but are not) enrolled in developmental courses? What can be done to help?

- What are some processes that might make the tutoring system more effective?

- What additions might enhance the developmental curriculum? (personal enrichment courses; mini-workshops on self-esteem/time management)

- Would making the developmental courses and services a separate "division" be a move that the College should consider for overall effectiveness? Why or why not?

ADVISING SYSTEM:

(1) In General:

CONCERNS:

- Are advisors effectively identified, trained and re-trained?

- Part-time students are not allotted an advisor. Why? What can be done to improve this situation?

- If not requested by the student, why are advisees otherwise being "transferred" from one advisor to another mid-term? Why are advisors not informed of these changes?

- Are advisors properly educated on how to "read" the ASSET results and appropriately counsel a student into the needed courses?

- Are there special concerns that will arise when advising and placing Tech Prep students?

RECRUITMENT:

(1) In General:

CONCERNS:

- Specifically, how are non-traditional students being recruited and/or identified? Is this effective?

- Are there special considerations that need to be addressed when recruiting students into vocational and technical programs?

STUDENT SERVICES:

(1) Expansion of Student Services:

SUGGESTIONS:

- Job Placement Services
- Personal Counseling
- Day Care
- Support services, organizations or courses for students with special needs or circumstances? (i.e. TNT)
- Internship (Job Co-op) Program
- Services for Handicapped individuals

NOTE: Should student support services be centrally located? What can be done to make the services we provide more accessible? (user-friendly)

OUTREACH CENTERS:

(1) In General:

CONCERNS:

- In reference to all of the above, what special needs/concerns should be addressed as they pertain to the College's outreach centers?

ENROLLMENT:

(1) In General:

CONCERNS:

- Could there be more consistency in the admission and enrollment of students?

- What special concerns might arise regarding Tech Prep students?

Recommendations

Academic Placement

RECOMMENDATION I:

The College will institute a process of academic placement which will facilitate the rate at which students succeed in its English, math and, ultimately, all other courses. It will publish in the College catalog minimum pre-requisites for direct enrollment in English I and College Algebra. These pre-requisites will include, but not be limited to the following:

- An assessment score within the range found acceptable for English I and/or College Algebra;
- A satisfactory ACT score on the English and/or math component(s); and
- Satisfactory completion of the prior course in the English and/or math sequence.

PLAN OF ACTION: Through a comparative statistical analysis of existing test scores and final course grades, minimum pre-requisite scores for direct enrollment into English I and College Algebra will be established. Pre-requisite scores will be periodically evaluated for validity and reliability.

COMPLETION DATE: Spring 1995

RESPONSIBLE PARTY(IES): Dean of Instruction, Director of Assessment, Learning Skills Lab Director.

Evaluation of Student

RECOMMENDATION II:

The College will develop and establish, in three (3) phases, comprehensive assessment procedures to evaluate academic skills of incoming students and aid in their placement in English and math.

PLAN OF ACTION:

PHASE I: Using retrospective academic information available in the College's POISE database, the Assessment Center will develop baseline information on the academic potential of students at the time of initial enrollment in English I and College Algebra. Through a comparative analysis of ACT scores, ASSET scores, high school grades and other measurements, tentative minimum enrollment criteria for English I and College Algebra will be established. This baseline data will also be used to develop tentative ACT cut-off scores for exemption from ASSET testing and possible test-out in English I and College Algebra.

COMPLETION DATE: Summer 1993

PHASE II: High school counselors will be asked to strongly encourage students to take the ACT and have official score reports sent to Cowley. Official score reports will be used to assist with placement decisions on an experimental basis to add to the baseline data. Specific information from score report to be used will include: 1) Individual test scores and subscores in English and math; 2) Specific course prediction section, English and math; and 3) Number of years of English and math taken in high school. Research will also begin at this time on use of ACT reading score as part of placement procedures.

COMPLETION DATE: Fall 1993

PHASE III: As part of continuous improvement efforts, Cowley will establish a residual testing program to gather ACT information on those students who fail to test on national test dates. In addition, firm benchmarks for enrollment in English and College Algebra will be established on the basis of statistical analysis of outcomes of newly established placement procedures. Criteria to be considered may include, but not be confined to, ACT scores and subscores and high school curriculum.

COMPLETION DATE: Spring 1994

RESPONSIBLE PARTY(IES): Director of Assessment

RECOMMENDATION III:

The College will upgrade pre-enrollment assessment procedures through both computerized testing and a "portfolio" approach to assessing student skill and need.

PLAN OF ACTION: The College will evaluate computerized testing programs to determine which best fit assessment program needs (for traditional and nontraditional student alike) and install appropriate computerized testing programs on computers in Learning Skills lab.

Similarly, in order to provide an inclusive and global view of both traditional and nontraditional students' capabilities and needs, the College should investigate a process by which an individualized "portfolio" could be developed and incorporated into the student assessment process. Some of the information that might be incorporated into this "portfolio" are as follows:

- ♦ High school transcripts;
- ♦ Other college transcripts;
- ♦ Competency sheets;
- ♦ ACT or other scores;
- ♦ Assessment outcomes (ASSET, Learning Styles, Learning Disabilities);
- ♦ Work/life experience;
- ♦ Service needs;
- ♦ Employment status, how long out of school; and
- ♦ Samples of work.

COMPLETION DATE: Fall 1995

RESPONSIBLE PARTY(IES): Director of Assessment, Director of Learning Skills Lab

RECOMMENDATION IV:

The College will strive to continuously improve the advising process **for ALL students, full and part time,** seeking to provide a solid foundation for student success.

PLAN OF ACTION: In the College's efforts to offer effective advising services to its students, it must place a high priority on the training and re-training of advisors as follows:

- Initial training of new advisors prior to the assignment of advisees;
- Awareness of entry level skills necessary for student success in a majority of the College's courses;
- Both a "global" awareness and a continual up-dating of vocational-technical, general academic and other curricula;
- Understanding of how to interpret assessment results and advise students accordingly;
- Skills necessary in identifying, tracking and serving students with special academic, personal and physical needs;
- Expanded knowledge of the College's developmental curriculum;
- Current and up-dated information regarding transfer requirements;
- Career counseling;
- Other initiatives, issues and concerns that would give advisors the ability to serve their advisees better.

COMPLETION DATE: Ongoing

RESPONSIBLE PARTY(IES): It is the LEAD Team's suggestion that a cross-sectional team be organized by the Dean of Students by Fall 1993 to begin and facilitate the overall continuous improvement of the College's advisement process.

Advising System

RECOMMENDATION V:

In order to ensure student success, the College will make a concerted effort to facilitate better communication between 1) advisor and advisee, and 2) advisor and Dean of Students.

PLAN OF ACTION: Because the flow in information is crucial to efficient, accurate and meaningful advising, the Lead Team recognizes the following issues which require further investigation:

- Regular written and verbal communication between advisors and Dean of Students;
- Consistent meetings between advisors and Dean of Students;
- At the time of enrollment, assign an advisor to the student, regardless of the number of hours the student carries;
- Ongoing contact with advisees by advisors in an effort to keep current on the students' academic progress, especially those students who are displaying one or more "at risk" tendencies;
- Convene an informal "exit interview" with students who leave the College, for one or more reasons, in order to gain information on attrition and methods of retaining students.

COMPLETION DATE: Ongoing

RESPONSIBLE PARTY(IES): The same cross-sectional team charged with facilitating the overall continuous improvement of the advising process should also consider discussion of the above issues.

Enrollment

RECOMMENDATION VI:

In light of the perceived need for more complete information and a greater degree of institutional control over the enrollment process, the College should consider what measures might be taken to improve the enrollment process.

PLAN OF ACTION: The College will establish a cross-sectional team to evaluate enrollment procedures, determine the viability of modifying the current "open" enrollment system, and explore respective alterations in the advisement system.

Concerns to be addressed may include:

- Specific time-period in spring and summer for fall enrollment;
- Publicity strategies for informing public of enrollment procedures;
- Completed files on students before enrollment;
- Freshman advisement team for first semester students to precede permanent advisor assignment;
- Greater participation of advisors with enrollment; and
- Institution of a written and published policy for late enrollment, with late enrollment to be no later than the first week of class.

COMPLETION DATE: Fall 1994

RESPONSIBLE PARTY(IES): Dean of Instruction, Dean of Students, Registrar.

Developmental

RECOMMENDATION VII:

The College will work toward developing and offering a number of short and long term "enrichment" courses designed to facilitate the growth of the total person and to encourage the life-long learning process.

PLAN OF ACTION: Recognizing that there is more to college and community life than academic and career preparation, the College should place special emphasis on providing "enrichment" courses, seminars and workshops for students and members of the community based on interest and need. The following are examples:

- ♦ Time management
- ♦ Goal setting
- ♦ Conflict resolution
- ♦ Self-esteem
- ♦ Balancing work and family
- ♦ Self-help
- ♦ Spelling & vocabulary
- ♦ Math/test anxiety
- ♦ Resumes and the interviewing process
- ♦ Job hunting in the 90's
- ♦ Other enrichment

COMPLETION DATE: Ongoing

RESPONSIBLE PARTIES: A coordinative effort among the following: Dean of Instruction, Associate Dean of Continuing Education, Learning Skills Lab Director, Student Services, Single Parent/Displaced Homemaker Program Director, GED Coordinator, SRS (and other community-based organizations), and Coordinator of Community Services.

RECOMMENDATION VIII:

The College will develop a semester-long "Bridge" or "Transformations" program which will serve to prepare the re-entering or under-prepared student to enter vocational-technical programs or other areas of study.

PLAN OF ACTION: Students who, through the assessment process, are identified as deficient in English, math and possibly science who wish to enroll in one of the College's vocational-technical programs or other areas of study should be enrolled in an individualized sequence of preparatory courses which will enable them to succeed in later courses at a higher rate. The following is a suggested listing of courses to be included in this program of study:

- Principles of Technology I
- Applied Biology/Chemistry
- Applied/Technical Math
- Applied Communications/IPC
- Technical English I
- College Reading & College Study Skills
- Integrated Humanities Course

Included in the Appendix is an extended plan of action for implementation.

COMPLETION DATE: Fall 1993

RESPONSIBLE PARTY(IES): Tech Prep Coordinator, Tech Prep Curriculum Coordinator, Learning Skills Lab Director, Director of Assessment.

RECOMMENDATION IX:

The College will consider grading developmental courses in such a way as to facilitate student self-esteem.

PLAN OF ACTION: For many students who enroll in and complete a course in the developmental curriculum, the grade they receive in that course has a profound impact on both their future enrollment at Cowley and their success in other courses. In light of this, it is suggested that developmental courses be graded on a pass/fail basis. Similarly, for clarification purposes, it is recommended that those developmental and other pre-requisite courses that do not transfer be given a special notation on the student's transcript record.

COMPLETION DATE: per recommendation from the Curriculum and Instruction Committee

RESPONSIBLE PARTY(IES): Dean of Instruction, Registrar

RECOMMENDATION X:

The College will provide evaluative and referral services for students who have exhibited a potential for academic problems.

PLAN OF ACTION: The College will evaluate and choose for use evaluative instruments compatible with initial assessment program to further evaluate students identified as academically "at risk." These evaluative tools should include, but not be limited to a learning styles inventory and LD diagnostic test(s). In addition, the College will investigate and then establish standards by which students would be identified as "at risk" and, hence, directed to one or more of the services offered. A "network" of College personnel and community organizations/agencies should be established to aid in the identification and service of these students.

COMPLETION DATE: Fall 1995

RESPONSIBLE PARTY(IES): Director of Assessment, Director of Learning Skills Lab

Student Services

RECOMMENDATION XI:

The College, being customer and service orientated, will strive to provide those services that encourage and enable students to succeed in attaining their respective academic and personal goals.

PLAN OF ACTION: Realizing that each student is an individual with special needs, the College should make a concerted effort to survey and to attempt to meet those needs. The College should develop one or more "user friendly" survey instrument(s) to be used campus, and possibly, community wide to assess service needs. Through its discussion, the Team has found that there are needs common to a large number of students which might be accommodated by a campus-wide service:

- Child care;
- Job placement assistance;
- Internship coordination;
- Personal counseling/referral system; and
- Handicap services.

COMPLETION DATE: Ongoing

RESPONSIBLE PARTY(IES): By Fall 1993, a cross-sectional team should be formed to look into the above and other potential services that the College could provide to its students and the community.

Appendix

Cowley County Community College
Quality education since 1922

April 22, 1993

Dear Developmental Educator

As part of our continuous improvement process, the developmental education program is being evaluated. We would appreciate your response to the following questions and any comments you may have.

1. What developmental education classes do you offer?

2. How are the developmental education classes credited?

_____ GPA _____ other

_____ as an elective _____ non-credit

3. Do your developmental education classes transfer?

_____ Yes

_____ No

4. Do you have mandatory placement?

_____ Yes

_____ No

If so, what classes and what is your procedure in making these classes mandatory?

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Cowley County Community College
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5. If you currently do not have mandatory placement, is consideration being made in this direction?

_____ Yes _____ No

Explain _____

_____

_____

6. What instrument(s) is being used in assessing students' academic needs?

_____ ASSET _____ other

7. What instrument(s) is being used in assessing students' with learning disabilities or special needs?

8. What services are provided for students with learning disabilities or special needs?

9. What services are provided for your students?

_____ tutoring
_____ note taking
_____ lecture tapes
_____ internship
_____ health service
_____ other

_____ career guidance
_____ psychological counseling
_____ job placement
_____ day care
_____ academic advising

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10. What is your procedure(s) for enrolling students in the developmental classes?

_____ referral _____ placement test

_____ other

11. What reading assessment do you give?

_____ TABE _____ Nelson-Denny

_____ ASSET _____ other

_____ McGraw Hill

Thank you for your time and consideration.

Sincerely,

Chris Vollweiler

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Survey

1. What developmental education classes do you offer?

Achieving College Success - 1
Algebra - 1
Arithmetic Refresher - 1
Basic Writing - 2
Basic Algebra - 3
Basic English - 1
Basic Arithmetic - 10
Beginning Keyboard - 1
Beginning Algebra - 2
College Writing II - 1
College Learning Strat. - 2
College Reading - 3
College Writing - 1
Communications - 1
Conventional English - 1
Critical Thinking - 1
Dev. Comp. II - 1
Dev. Comp. I - 1
Developmental Reading - 1
Developmental English Skills - 1
Elementary Algebra - 2
English Mechanics - 1
English - 1
Essential Skills - 1
Fractions and Decimals - 1
Fundamental Reading Skills - 1
Fundamentals of English - 1
Fundamentals of Algebra - 1
Fundamentals of Writing - 1
Grammar - 1
Individual Differences - 1
Intermediate Algebra - 4
Intro. to College Reading - 1
Intro. to Algebra I - 1
Intro. Writing Skills - 1
Intro. to Algebra II - 1
ESL 3 levels - 1
Math Skills - 9
Math Essentials - 1
Measurements - 1
Portfolio Success - 1
Practical Problem Solving - 1
Pre-Composition - 1
Preparatory English Comp. - 1
Preparatory Math - 1
Reading Skills II - 1
Reading Improvement - 1
Reading Improvement I - 4
Reading Improvement II - 2
Reading Comprehension I - 2
Reading II - 2
Reading I - 2
Reading Comprehension II - 1
Reading - 7
Reading Skills I - 3
Speed Reading - 3
Spelling - 2
Spelling Refresher - 1
Spelling Skills - 1
Spelling Improvement - 1
Spelling I - 1
Study Skills - 4
Vocab. Refresher - 1
Vocab. I - 1
Vocabulary - 4
Writing Composition - 1
Writing Lab - 1
Writing Skills I - 3
Writing I - 3
Writing Review - 1
Writing Skills II - 1
Writing Refresher - 1
Writing - 2

2. How are the developmental education classes credited?

GPA - 15
Elective - 7
Non-Credit - 6
Credit but not applied to degree hours - 2
Not counted towards graduation except Int. Algebra - 1
Non-GE - 1
Non-degree credit - 1
Pass/Fail - 1

3. Do your developmental education classes transfer?

Yes - 6
No - 14
Some - 1
It depends on institution - 1
Up to receiving college - 1

4. Do you have mandatory placement?

Yes - 14
No - 9
Yes for English and No for Math - 1

If so, what classes and what is your procedure in making these classes mandatory?

* ACT scores and ASSET scores

* Students may refuse advisement, but they must go through a process. We are in a process of formulation new policies to make exit from development courses competency-based.

* Depending on ACT scores.

* Mandatory placement is not possible because of the "open door policy" in Kansas. After taking the ASSET, however, students needing developmental courses who choose not to enroll in them must sign a waiver of advisement.

* Placement test for the Writing I and provisional admit for Learning Strategies.

* Board will adopt a new policy in March. Probably go to a mandatory placement with limited appeal.

* Mandatory in composition not mandatory yet in math.

* Students admitted conditionally are placed in classes as created by ACT, High School GPA, and ACCUPlacer Scores.

* Voluntary admittance, Mandatory/based ACT scores, Voluntary (unless needed to pass math competency test).

* Placement based on test scores from placement scores on new-to-college students.

* Math and English--students must take the class indicated by ASSET scores or sign a waiver.

* In Fundamentals of English, students are recommended according to the ASSET test. In Fundamentals of Algebra, students are recommended according to the ASSET test and courses taken in high school.

* Placement in the developmental section of English is by ACT score and diagnostic quiz at the beginning of the first semester.

* All the above noted. Students enrolling in six or more hours are required to take the ASSET. Students have the option, however, of signing a waiver if they do not think they need the appropriate developmental course(s). A copy of the waiver is attached for your information.

* Pre-Composition and/or Dev. Reading based on ASSET reading scores and writing sample. Some enrollment restrictions until reading scores improve. 0-11 raw read, 6 hours built - No Comp. I/ 12-14 raw, Pre-Comp. with Comp. I, 12 hours max. ASSET Numerical Skills. 0-18 raw scores Basic Math I required/ 19-32 Elem. Algebra (ASSET) scores required/ 08 and below Basic Math II- required/ 9-15 Elem. Algebra required/ 16-25 raw, past enroll.

5. If you currently do not have mandatory placement, is consideration being made in this direction?

Yes - 6
No - 9

* We are in the process of formulating a policy requiring better advisement and for making it harder for students to refuse a advisement.

* All faculty committees have recommended mandatory placement.

* Board will adopt in March. Probably go to a mandatory placement with limited appeal.

* There is a possibility of requiring a certain level of math of freshman and this would lead to mandatory placement.

* At the present time our Health Occupations Div. is implementing this next term. May other divisions expect to follow suit shortly.

* We only recommend.

* Our Curriculum committee voted this year to not require mandatory placement, but strongly advise students in that direction.

* A committee is being created to look into developmental studies.

* I support mandatory placement, but this is not a popular idea.

* There is some support for making the writing and math classes mandatory.

6. What instrument(s) is being used in assessing students' academic needs?

ASSET - 14
Writing sample and Diagnostic math test, verify ASSET placement - 1
Academic Desk Lab with IBM's being used - 1
ACT.-Dept. test - 2
ACCUPlacer - 1
CPT and DRPTs - 1
Nelson-Denny Reading - 1
Writing sample required - 1

7. What instrument(s) is being used in assessing students' with learning disabilities or special needs?

* NONE - 14

* ACT - with accommodations

* High school records - do not declare any disabled students.

* Nelson-Denny Reading, San Diego test of Reading Skills, WRAT-math

* ACCUPlacer and personal interview

* IEP's are kept of file and tutoring is available--No tests.

* Most student come in with testing from high school. If not, a referral is made to nearest testing agency.

* Bangor Dyslexia Test.

* Woodwick-Johnson.

* High school records or other diagnostic information provided by the student.

* Woodcox Johnson and we contract with a school psychological for IQ for some L.D. students. Nelson-Denny, AVT Diagnostic, Degree of Reading Progress.

8. What services are provided for students with learning disabilities of special needs?

Academic advising - 1
Academic tutoring - 1
Adaptive Compute equip. - 1
Case by case - 1
Coord. of Special Popu. - 1
Developmental classes - 1
Devices for visual impaired - 1
Instructor flex. - 1
Interpreters - 2
Large print & Braile materials -1
Lecture tapes - 2
Lecture notes - 2
Magnifiers - 1
Mobility guides - 1
More time take test - 3
No real program - 2
Notetakers - 4
One on one tutoring - 5
Oral testing - 1
Paraprofessionals - 1
Peer Tutors - 5
Placing proper programs - 1
Proof-Readers - 1
Provide accommodations - 2
Readers transcripts - 1
Readers - 1
Reading tests - 1
Special Advising - 1
Special Orien. classes - 1
Students require - 1
Study/Test lab - 2
Tape recorders - 2
Taped Materials - 1
Taped Textbooks - 2
Testing Modifications - 1
Text/test read to blind - 1

9. What services are provided for your students?

Tutoring - 24
Academic Advising - 23
Career guidance - 23
Job Placement - 19
Note taking - 16
Psychological/Counseling - 14
Lecture tapes - 14
Day Care - 11
Health services - 10
Internship - 7
Orientation Classes - 1

10. What is your procedure(s) for enrolling students in the developmental classes?

Placement test - 24
Referral - 19
Others--
- ACT scores - 1
- Academic advising - 2
- Students requests - 2
- They enroll on their own - 1

11. What reading assessment do you give?

ASSET - 11
Nelson-Denny - 10
McGraw Hill - 1
TABE - 1
Others--
- Stanford - 4
- Woodcock-Johnson - 1
- Self-developed - 1
- ACCUPlacer - 1
- CPT's - 1
- DRPT's - 1
- None at the present time - 1
- Unknown - 1

ENGLISH

Number of students taking 2211 - Freshman English I 1575
Fall 1991 to Spring 1993

Currently enrolled	206
Earned A	375
Earned B	415
Earned C	284
Earned D	41
Earned F	97
Earned I	11
Earned W	146

* * * * *

Number receiving satisfactory grade (A, B, or C)	1074	(88.61%)
Number receiving unsatisfactory grade (D or F)	138	(11.39%)
Size of sample group (A, B, C, D or F)	1212	(100.00%)

* * * * *

	Number who passed 2211	Number who failed 2211	Total size of group
Distribution by Sex			
Male	443 (86.35%)	70 (13.65%)	513 (100.00%)
Female	631 (90.27%)	68 (9.73%)	699 (100.00%)
Distribution by Ethnicity			
Asian	15 (83.33%)	3 (16.67%)	18 (100.00%)
Black	28 (93.33%)	2 (6.67%)	30 (100.00%)
Hispanic	24 (88.89%)	3 (11.11%)	27 (100.00%)
Indian	29 (93.55%)	2 (6.45%)	31 (100.00%)
White	978 (88.43%)	128 (11.57%)	1106 (100.00%)

ENGLISH

	Number who passed 2211	Number who failed 2211	Total size of group
Distribution by Age			
Age 17 & under	166 (91.71%)	15 (8.29%)	181 (100.00%)
Age 18	330 (90.66%)	34 (9.34%)	364 (100.00%)
Age 19	188 (83.93%)	36 (16.07%)	224 (100.00%)
Age 20-22	87 (73.73%)	31 (26.27%)	118 (100.00%)
Age 23-25	52 (88.14%)	7 (11.86%)	59 (100.00%)
Age 26-30	75 (93.75%)	5 (6.25%)	80 (100.00%)
Age 31-35	64 (95.52%)	3 (4.48%)	67 (100.00%)
Age 36-40	57 (96.61%)	2 (3.39%)	59 (100.00%)
Age 41 & over	55 (91.67%)	5 (8.33%)	60 (100.00%)
Distribution by Reading Assessment			
Not assessed	570 (89.62%)	66 (10.38%)	636 (100.00%)
Score 23-35	44 (86.27%)	7 (13.73%)	51 (100.00%)
Score 36-42	147 (81.67%)	33 (18.34%)	180 (100.00%)
Score 43-47	171 (90.47%)	18 (9.53%)	189 (100.00%)
Score 48-53	143 (90.51%)	15 (9.49%)	158 (100.00%)
Distribution by Writing Assessment (Essay)			
Not assessed	620 (89.60%)	72 (10.40%)	692 (100.00%)
Score 2	53 (85.48%)	9 (14.52%)	62 (100.00%)
Score 3	304 (86.36%)	48 (13.64%)	352 (100.00%)
Score 4	83 (90.22%)	9 (9.78%)	92 (100.00%)
Score 5	14 (100.00%)	0 (0.00%)	14 (100.00%)

ENGLISH

	Number who passed 2211	Number who failed 2211	Total size of group
Distribution by Developmental Class History			
Recommended for 2201 - Colllege Reading Skills and passed it	41 (85.42%)	7 (14.58%)	48 (100.00%)
Recommended for 2201 - College Reading Skills and failed it	1 (16.67%)	5 (83.33%)	6 (100.00%)
Recommended for 2201 - College Reading Skills and did not take it	148 (84.57%)	27 (15.43%)	175 (100.00%)
Recommended for 2202 - Rapid Reading Skills and passed it	9 (100.00%)	0 (0.00%)	9 (100.00%)
Recommended for 2202 - Rapid Reading Skills and failed it	2 (100.00%)	0 (0.00%)	2 (100.00%)
Recommended for 2202 - Rapid Reading Skills and did not take it	136 (80.47%)	33 (19.53%)	169 (100.00%)
Recommended for 2208 - English and passed it	12 (85.71%)	2 (14.29%)	14 (100.00%)
Recommended for 2208 - English and failed it	7 (100.00%)	0 (0.00%)	7 (100.00%)
Recommended for 2208 - English and did not take it	34 (82.93%)	7 (17.07%)	41 (100.00%)

ENGLISH/READING

Number of students taking English classes from Fall 1991 to Spring 1993	2055
Number of students assessed	818 (40% of total)

* * * * *

Recommended for 2201 - College Reading Skills	112
Never enrolled in an English class	0 (0.00%)
Currently enrolled in 2201 - College Reading Skills	1 (0.89%)
Earned A in 2201	31 (27.68%)
Earned B in 2201	6 (5.36%)
Earned C in 2201	6 (5.36%)
Earned D in 2201	1 (0.89%)
Earned F in 2201	2 (1.79%)
Earned I in 2201	1 (0.89%)
Earned W in 2201	4 (3.57%)
Earned A in 2202 - Rapid Reading	1 (0.89%)
Earned C in 2202	1 (0.89%)
Earned A in 2204 - Study Skills	1 (0.89%)
Earned B in 2204	1 (0.89%)
Currently enrolled in 2208 - English	5 (4.46%)
Earned A in 2208	1 (0.89%)
Earned B in 2208	4 (3.57%)
Earned C in 2208	2 (1.79%)
Earned D in 2208	3 (2.68%)
Earned F in 2208	0 (0.00%)
Earned W in 2208	2 (1.79%)
Currently enrolled in 2211 - Freshman English I	8 (7.14%)
Earned A in 2211	4 (3.57%)
Earned B in 2211	6 (5.36%)
Earned C in 2211	15 (13.39%)
Earned D in 2211	3 (2.68%)
Earned F in 2211	0 (0.00%)
Earned W in 2211	2 (1.79%)
Earned A in 2212 - Freshman English II	1 (0.89%)

ENGLISH/READING

Number of students taking English classes from Fall 1991 to Spring 1993	2055	
Number of students assessed	818	(40% of total)

* * * * *

DECISION ZONE:

Recommended for 2201 - College Reading Skills -OR- for 2202 - Rapid Reading	258	
Never enrolled in an English class	0	(0.00%)
Currently enrolled in 2201 - College Reading Skills	3	(1.16%)
Earned A in 2201	35	(13.57%)
Earned B in 2201	12	(4.65%)
Earned C in 2201	3	(1.16%)
Earned D in 2201	1	(0.39%)
Earned F in 2201	6	(2.33%)
Earned W in 2201	2	(0.78%)
Earned A in 2202 - Rapid Reading	6	(2.33%)
Earned B in 2202	4	(1.55%)
Earned W in 2202	3	(1.16%)
Currently enrolled in 2208 - English	5	(1.94%)
Earned A in 2208	2	(0.78%)
Earned B in 2208	7	(2.71%)
Earned C in 2208	5	(1.94%)
Earned D in 2208	2	(0.78%)
Earned F in 2208	4	(1.55%)
Earned W in 2208	0	(0.00%)
Currently enrolled in 2211 - Freshman English I	10	(3.88%)
Earned A in 2211	24	(9.30%)
Earned B in 2211	44	(17.05%)
Earned C in 2211	39	(15.12%)
Earned D in 2211	8	(3.10%)
Earned F in 2211	15	(5.81%)
Earned W in 2211	16	(6.20%)
Earned C in 2212 - Freshman English II	1	(0.39%)
Earned W in 2212	1	(0.39%)

ENGLISH/WRITING

Number of students taking English classes from Fall 1991 to Spring 1993	2055
Number of students assessed	743 (36% of total)

* * * * *

Recommended for 2208 - English	146
Never enrolled in an English class	0 (0.00%)
Currently enrolled in 2201 - College Reading Skills	2 (1.37%)
Earned A in 2201	1 (0.68%)
Earned B in 2201	1 (0.68%)
Earned C in 2201	1 (0.68%)
Earned B in 2204 - Study Skills	1 (0.68%)
Earned A in 2206 - Developmental Writing	1 (0.68%)
Currently enrolled in 2208 - English	13 (8.90%)
Earned A in 2208	6 (4.11%)
Earned B in 2208	20 (13.70%)
Earned C in 2208	19 (13.01%)
Earned D in 2208	9 (6.16%)
Earned F in 2208	14 (9.59%)
Earned W in 2208	8 (5.48%)
Currently enrolled in 2211 - Freshman English I	4 (2.74%)
Earned A in 2211	6 (4.11%)
Earned B in 2211	18 (12.33%)
Earned C in 2211	10 (6.85%)
Earned D in 2211	3 (2.05%)
Earned F in 2211	3 (2.05%)
Earned W in 2211	5 (3.42%)
Earned A in 2212 - Freshman English II	1 (0.68%)

ENGLISH/WRITING

Number of students taking English classes from Fall 1991 to Spring 1993	2055
Number of students assessed	743 (36% of total)

* * * * *

Recommended for 2206 - Developmental Writing	5
Never enrolled in an English class	0 (0.00%)
Earned A in 2201 - College Reading Skills	1 (20.00%)
Currently enrolled in 2206 - Developmental Writing	1 (20.00%)
Earned A in 2206	1 (20.00%)
Earned W in 2206	1 (20.00%)
Earned F in 2208 - English	1 (20.00%)

MATHEMATICS

Number of students taking mathematics classes from Fall 1991 to Spring 1993	2562
Number of students assessed	1215 (47% of total)

* * * * *

Recommended for 4401 - College Math	390
Never enrolled in a math class	211 (54.10%)
Currently enrolled in 4401 - College Math	16 (4.10%)
Earned A in 4401	48 (12.31%)
Earned B in 4401	25 (6.41%)
Earned C in 4401	15 (3.85%)
Earned D in 4401	3 (0.77%)
Earned F in 4401	13 (3.33%)
Earned W in 4401	12 (3.08%)
Currently enrolled in 4405 - Beginning Algebra	3 (0.77%)
Earned A in 4405	5 (1.28%)
Earned B in 4405	5 (1.28%)
Earned C in 4405	4 (1.03%)
Earned D in 4405	1 (0.26%)
Earned F in 4405	1 (0.26%)
Earned W in 4405	3 (0.77%)
Currently enrolled in 4410 - Intermediate Algebra	1 (0.26%)
Earned A in 4410	3 (0.77%)
Earned B in 4410	4 (1.03%)
Earned C in 4410	3 (0.77%)
Earned D in 4410	2 (0.51%)
Earned F in 4410	2 (0.51%)
Earned W in 4410	3 (0.77%)
Currently enrolled in 4420 - College Algebra	1 (0.26%)
Earned A in 4420	1 (0.26%)
Earned B in 4420	2 (0.51%)
Earned C in 4420	3 (0.77%)

TECH PREP TRANSFORMATION PROGRAM

The following procedure for implementing the Transformations Program by Spring Semester for year 1993-94 is recommended by the planning committee.

Planning Committee Members
Ben Cleveland, Laura Dodson, Chris Vollweider, Susan Rush

1. Meet with the Dean of Instruction for direction on the following issues:
   - ♦ Determine the instructor for each course in the program
   - ♦ Determine the training needed for each instructor
   - ♦ Designate the facilities and equipment location for each course
   - ♦ Determine the appropriate time schedule for course offerings

2. Write a brief description for the purpose of the Transformations program and determine the persons to be served and operational procedures.

3. Submit all course outlines necessary for obtaining approval for the Transformations Program by the CCCC/AVTS Curriculum Committee. Time frame: by early October 1993.

4. Determine the methods for assessing, identifying and recruiting the students that can benefit from this program.

5. Identify the learning styles and possible learning disabilities of all students recruited into the program.

6. Set up regular meeting times for collaboration among all Transformations Program Instructors.

7. Consider the need for an Individualized Educational Plan (I.E.P.) for each student in the program.

C:\TECHPREP\TRANFOR.PRO ♦ April 23, 1993

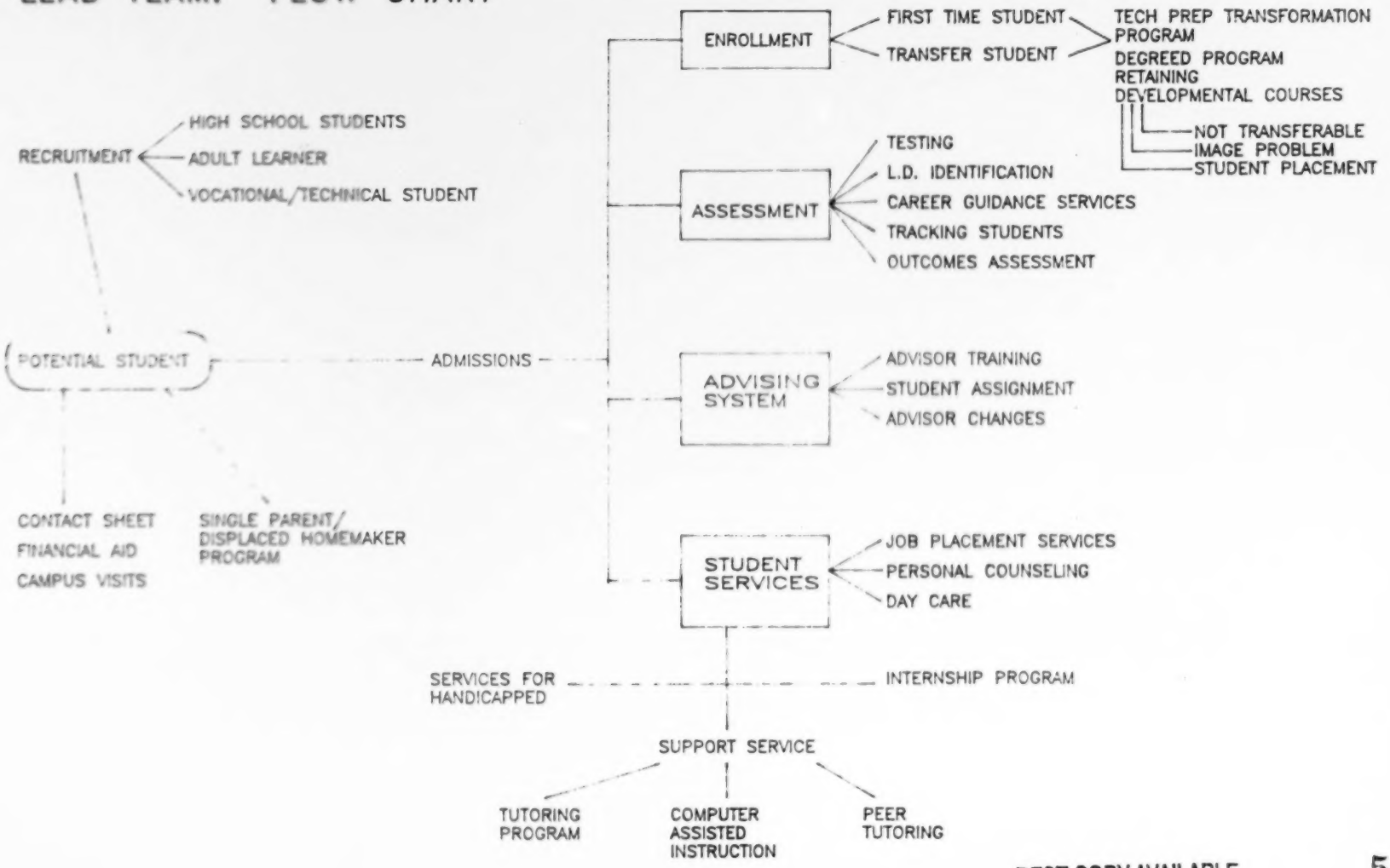
MATHEMATICS

Number of students taking mathematics classes from Fall 1991 to Spring 1993	2562
Number of students assessed	1215 (47% of total)

* * * * *

Recommended for 4405 - Beginning Algebra	464
Never enrolled in a math class	210 (45.26%)
Currently enrolled in 4401 - College Math	7 (1.51%)
Earned A in 4401	5 (1.08%)
Earned B in 4401	4 (0.86%)
Earned C in 4401	1 (0.22%)
Earned D in 4401	0 (0.00%)
Earned F in 4401	2 (0.43%)
Earned W in 4401	2 (0.43%)
Currently enrolled in 4405 - Beginning Algebra	18 (3.88%)
Earned A in 4405	57 (12.28%)
Earned B in 4405	38 (8.19%)
Earned C in 4405	21 (4.53%)
Earned D in 4405	4 (0.86%)
Earned F in 4405	13 (2.80%)
Earned W in 4405	18 (3.88%)
Currently enrolled in 4410 - Intermediate Algebra	7 (1.51%)
Earned A in 4410	13 (2.80%)
Earned B in 4410	10 (2.16%)
Earned C in 4410	6 (1.29%)
Earned D in 4410	0 (0.00%)
Earned F in 4410	3 (0.65%)
Earned W in 4410	7 (1.51%)
Currently enrolled in 4418 - Math for Elem. Teachers	1 (0.22%)
Currently enrolled in 4420 - College Algebra	3 (0.65%)
Earned A in 4420	4 (0.86%)
Earned B in 4420	3 (0.65%)
Earned C in 4420	2 (0.43%)
Earned D in 4420	2 (0.43%)
Earned F in 4420	1 (0.22%)
Earned W in 4420	1 (0.22%)
Earned B in 4435 - Calculus I	1 (0.22%)

LEAD TEAM: FLOW CHART



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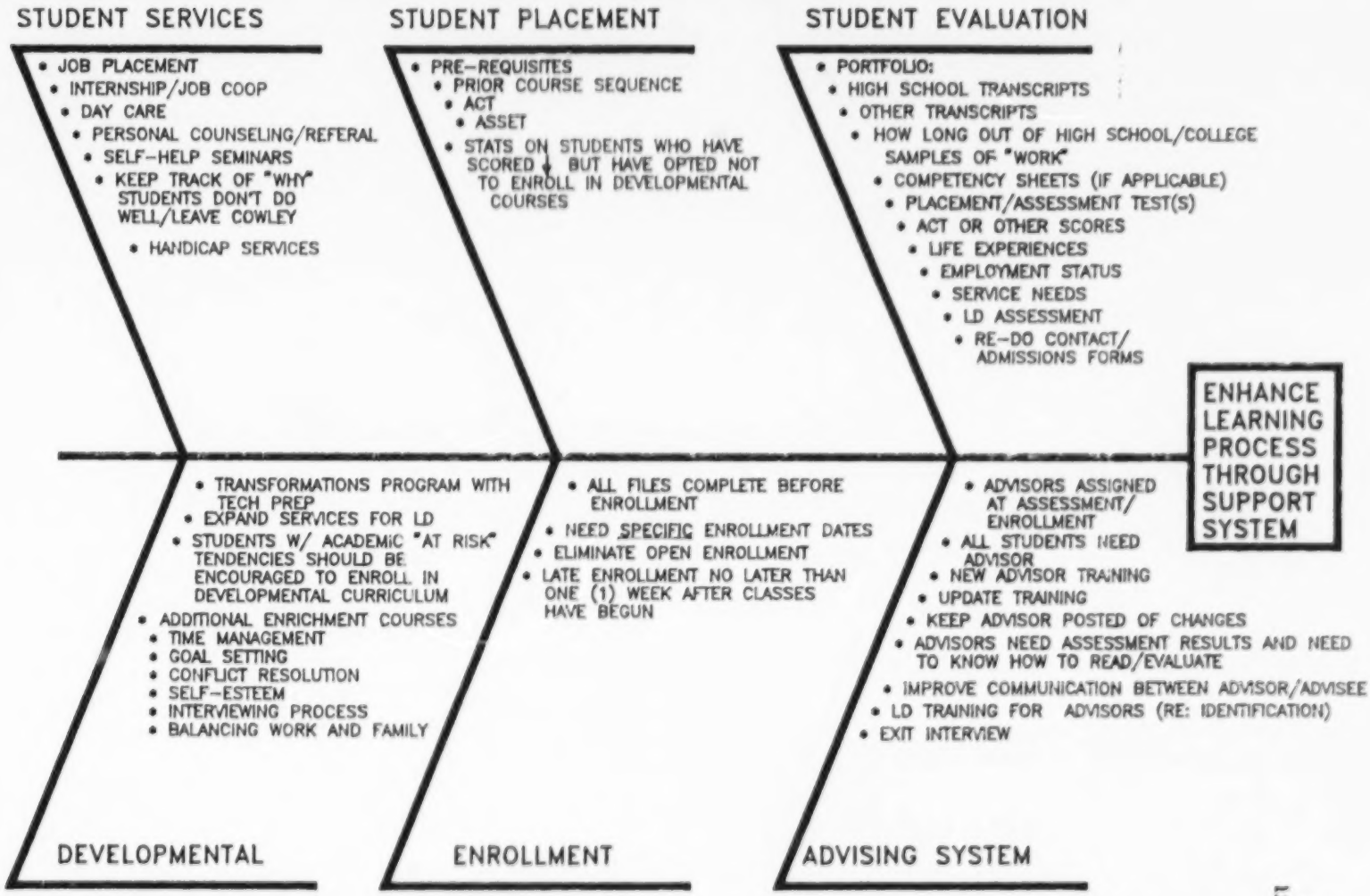
LEAD TEAM CAUSE AND EFFECT DIAGRAM (ISHIKAWA/FISHBONE)


STUDENT SERVICES
• JOB PLACEMENT
• INTERNSHIP/JOB COOP
• DAY CARE
• PERSONAL COUNSELING/REFERAL
• SELF-HELP SEMINARS
• KEEP TRACK OF "WHY" STUDENTS DON'T DO WELL/LEAVE COWLEY
• HANDICAP SERVICES
STUDENT PLACEMENT
• PRE-REQUISITES
• PRIOR COURSE SEQUENCE
• ACT
• ASSET
• STATS ON STUDENTS WHO HAVE SCORED ↓ BUT HAVE OPTED NOT TO ENROLL IN DEVELOPMENTAL COURSES
STUDENT EVALUATION
• PORTFOLIO:
• HIGH SCHOOL TRANSCRIPTS
• OTHER TRANSCRIPTS
• HOW LONG OUT OF HIGH SCHOOL/COLLEGE
SAMPLES OF "WORK"
• COMPETENCY SHEETS (IF APPLICABLE)
• PLACEMENT/ASSESSMENT TEST(S)
• ACT OR OTHER SCORES
• LIFE EXPERIENCES
• EMPLOYMENT STATUS
• SERVICE NEEDS
• LD ASSESSMENT
• RE-DO CONTACT/ ADMISSIONS FORMS
ENHANCE LEARNING PROCESS THROUGH SUPPORT SYSTEM
• TRANSFORMATIONS PROGRAM WITH TECH PREP
• EXPAND SERVICES FOR LD
• STUDENTS W/ ACADEMIC "AT RISK" TENDENCIES SHOULD BE ENCOURAGED TO ENROLL IN DEVELOPMENTAL CURRICULUM
• ADDITIONAL ENRICHMENT COURSES
• TIME MANAGEMENT
• GOAL SETTING
• CONFLICT RESOLUTION
• SELF-ESTEEM
• INTERVIEWING PROCESS
• BALANCING WORK AND FAMILY
• ALL FILES COMPLETE BEFORE ENROLLMENT
• NEED SPECIFIC ENROLLMENT DATES
• ELIMINATE OPEN ENROLLMENT
• LATE ENROLLMENT NO LATER THAN ONE (1) WEEK AFTER CLASSES HAVE BEGUN
• ADVISORS ASSIGNED AT ASSESSMENT/ ENROLLMENT
• ALL STUDENTS NEED ADVISOR
• NEW ADVISOR TRAINING
• UPDATE TRAINING
• KEEP ADVISOR POSTED OF CHANGES
• ADVISORS NEED ASSESSMENT RESULTS AND NEED TO KNOW HOW TO READ/EVALUATE
• IMPROVE COMMUNICATION BETWEEN ADVISOR/ADVISEE
• LD TRAINING FOR ADVISORS (RE: IDENTIFICATION)
• EXIT INTERVIEW
DEVELOPMENTAL
ENROLLMENT
ADVISING SYSTEM